



The Crucible: Hysteria, Witches and Death

Heidi Taylor

Matoaca High School

Chesterfield County Public Schools

Curriculum Area	English
Subject Area	American Literature
Grade Level	11 th grade
Learning Objectives	<ul style="list-style-type: none"> • The student will develop an understanding of the historical events leading up to the Salem witch trials. • The students will be able to compare the true Salem witch trials to the play. • The students will understand the concept of fate. • The students will be able to write and present a persuasive oral argument on a point of view. • The students will use the Internet and computer in the classroom.
Correlation to the SOL	English 11.1, 11.2, 11.3, 11.7 C/T 12.2, 12.4
Video/Technology Hardware/Software Needed	<p>For each group of 2-4 students: Computer with Internet connection Word Processing software (such as <i>Microsoft Word</i> or <i>ClarisWorks</i>) Presentation software (such as <i>PowerPoint</i> or <i>ClarisWorks</i>)</p> <p>Web Sites: <i>Salem, Massachusetts Tour</i> http://www.sdcoe.k12.ca.us/score/cruc/salem/tour.htm <i>The Crucible Curriculum Project</i> http://www.curriculumunits.com/crucible/</p>
Materials Required	<p>For each student: A copy of <i>The Crucible</i> A copy of the Study Guides A copy of the Presentation Rubric</p>
Procedures/Activities	<p>Activity 1</p> <ol style="list-style-type: none"> 1. Group students into peer groups of 2-4 students. Using the Internet, each group should access the <i>Salem, Massachusetts Tour</i> Web site. 2. Students should read and complete the activities listed under “Early 1600’s,” “Late 1600’s,” “Witch House,” “Witch Dungeon Museum,” and view the “Salem Witch Trials Memorial.” These activities are designed to introduce the play.

	<p>Activity 2</p> <ol style="list-style-type: none"> Students should receive a copy of the individual study guide for the appropriate act of the play prior to reading that act. Students can either read or complete the study guide in class following the teacher's timeline. This work is done individually. The study guides will be reviewed in peer groups and used for classroom discussion. At the conclusion of each act, students complete the quiz included in the Study Guides. After completing the play, students should re-join their peer groups and return to the <i>Salem, Massachusetts Tour</i> Web site to complete the "Witch Trials Chronology" activity. <p>Activity 3</p> <ol style="list-style-type: none"> Using the <i>Crucible Curriculum Project</i> Web site, have peer groups follow the "Witch Hunts" link and choose one of the modern day "witch hunts" to explore further. The groups should write a short presentation script to persuade the rest of the class why or why not the modern situation is the same as the Salem witch hunts. The group must determine the most persuasive arguments for their point of view and use references to the insights gained through their study of <i>The Crucible</i> in their presentation. Using presentation software, student groups should create a short oral presentation, to present information to the whole class. The class critiques each group's presentation using the Presentation Rubric.
Content Assessment	The quizzes, worksheets and final presentation will be sufficient assessment.
Technology Integration Assessment	The teacher will assess student use of the technology through observation and through the Presentation Rubric .
Extensions	<p>Drama: Students can choose one scene of the play to act out and videotape.</p> <p>Creative Writing: Students can create a "journal" of one of the townspeople involved in the Salem witch trials.</p> <p>History: Students can investigate the various theories about the causes of the hysteria in Salem.</p>

Study Guide – Act 1 *The Crucible*

1. a. Why does the Rev. Parris fear that the children's illness may be due to witchcraft in the beginning of the play?

b. At what point in Act I does he change his mind and become a supporter of the idea of witchcraft?
2. What personality traits of Giles Corey do we see in Act I? Give examples from the act that prove he has these traits?
3. Why do the Putnams seem so eager for the children's illness to be witchcraft?
4. What is the attitude of Rebecca Nurse toward the talk of witchcraft?
5. How do others in Act I beside the Putnams feel about Rebecca Nurse?
6. What is the Rev. Hale's view of what is wrong with the children in Act I?
7. Before the Rev. Hale enters, what is the view of Abigail and the other girls about what they have been doing in the woods?
8. What does Tituba say the Devil has urged her to do many times? Why would she say this?
9. What activities of the girls do we know that the Rev. Parris knew about in Act I?
10. What does Abigail Williams tell John Proctor about the girls' activities in the woods?
11. Whom do the girls accuse of witchcraft in this act? List everyone.
12. Who is upset with whom in this act and why? List ALL conflicts brought up and beside each tell what is causing the conflict. There are a good number of these conflicts and we will watch them develop in the other acts of the play.

Act II – Study Guide , *The Crucible*

1. Give 3 examples of the tension between Elizabeth and John Proctor.
2. How many more people have been arrested, accused, or convicted in Act II?
3.
 - a. How has Rev. Hale's view on the witch accusation changed in this act?
 - b. What is he doing on the night in Act II?
4.
 - a. What are the concerns Hale has concerning the Proctors?
 - b. What answer does he get from the Proctors for each of his concerns?
5. In Act II, who is accused of what? List all.
6.
 - a. How does Mary Warren explain her calling out on Sarah Good? p. 57
 - b. What is Mary's reaction to the attention she has been getting in court?
7.
 - a. What is John Proctor's view of what is happening in the Salem courts?
 - b. What does he plan to do at the end of the act?

Study Guide – Act III, *The Crucible*

1. How many more are accused, arrested, convicted, or executed in this act?
2. What is Hathorne's attitude toward Proctor's group?
3. Describe the personality of Danforth. Include in your answer such items as his attitude toward himself, his attitude toward the trials, and his attitude toward Proctor's group.

Toward self-

Toward trials-

Toward Proctor's group-

4. What is Giles Corey's claim against Thomas Putnam?

Why won't he give the name of the person who gave him the information?

5. What is Hale's position toward Proctor and his group?
6. What type of person does Abigail seem to be in this act? Give examples to prove the characteristics you point out in her. Be thorough.
7. What happens to Mary Warren when she tries to tell the truth?
8. What does Hale do at the end of the act?

Study Guide – Act IV, *The Crucible*

1. What does the opening scene with Sarah Good, Tituba, and the marshal show us about conditions in Salem as a result of the trials?
2. What does the Rev. Hale think is the right action today for the accused that are about to be executed?
3.
 - a. How is Parris's attitude different in this act?
 - b. What does he say that would tell us why he has a new attitude?
4. What has been happening in the neighboring town of Andover?
5. What are Elizabeth's feelings and attitudes about John in this act? Be thorough.
6. What are John Proctor's feelings and attitudes about himself in this act? Be thorough.
7.
 - a. What happened to Giles Corey?
 - b. How does his end fit with his personality?
8. Miller used Danforth in this act to point out most of his criticism of injustice. Find all comments by Danforth that would be ironic. There are many!!! Try to get them all.

The Crucible, Act I – Quiz

All items are true/false. Write the word true or false to the left of each statement.

1. The Rev. Parris is eager to attribute his daughter's illness to witchcraft.
2. Mrs. Putnam is eager to attribute Betty's illness to witchcraft.
3. Abigail is eager to attribute Betty's illness to witchcraft.
4. Rebecca Nurse is eager to attribute Betty's illness to witchcraft.
5. Abigail admits there is no real outbreak of witchcraft affecting the girls.
6. The Rev. Parris is upset about his salary.
7. The expert from Beverly is Giles Corey.
8. Tituba says the Devil told her to kill the Rev. Parris.
9. Mrs. Putnam asked her daughter to contact spirits of her dead children.
10. John Proctor has great respect for the Rev. Parris.

The Crucible, Act II – Quiz

All items are true/false. Write the word true or false to the left of each statement.

1. Elizabeth and John Proctor seem to be very comfortable with each other.
2. Mary Warren did not intend to scream out on Sarah Good; she is surprised when she does.
3. Mary is convinced that Sarah gave her a stomach cramp when she refused to give the old woman food.
4. Abigail Williams made the poppet that Mary Warren brings home.
5. John Hale is beginning to have doubts about the proceedings in the court.
6. Rebecca Nurse is accused of reading mysterious books.
7. Martha Corey is accused of the supernatural murder of pigs.
8. John Proctor had been unwilling to go into town and challenge the outbreak of witchcraft because Abigail had told him the truth in private.
9. The Rev. Hale says God is punishing Salem for unrevealed sins.
10. John Proctor had faith in the Rev. Hale's word and knowledge.

The Crucible, Act III- Quiz

All items are true/false. Write the word true or false to the left of each statement.

1. Giles Corey accuses Thomas Putnam of using the trials to acquire land.
2. Judge Hathorne is anxious to hear what Corey, Nurse, and Proctor have to say.
3. There are now fifteen condemned to hang.
4. Parris is a strong supporter of the court.
5. Mary Warren claims she has been lying in court.
6. John Proctor says Elizabeth's one continual virtue is her loyalty.
7. Rebecca Nurse has been found guilty.
8. Deputy Gov. Danforth is fully aware of the circumstances that caused the original outcry of witchcraft.
9. Elizabeth supports John's story to Danforth.
10. The Rev. Hale has lost all faith in the court.

The Crucible, Act IV - Quiz

All items are true/false. Write the word true or false to the left of each statement.

1. Tituba and Sarah Good are drunk in the beginning of the act.
2. The Rev. Hale has become disgusted and gone back to Beverly.
3. The Rev. Parris fears for his own life.
4. Abigail is worrying her uncle because she has not been sleeping well.
5. Elizabeth Proctor is pregnant.
6. In the streets of Salem there are many cows.
7. There has also been an outbreak of witchcraft in Andover, and dozens of people are being jailed there as well.
8. Giles Corey remembered his legal rights to the bitter end.
9. Elizabeth would rather have John alive than have him stick to his word.
10. John Proctor is satisfied with his own conscience at the end of the act.

Presentation Rubric

Your Name:

Date:

Group Members:

	A	B	C
Content	"B" plus: Covers topic in depth. Elaborates throughout. Includes details. Raises questions. Invites questions and audience wants to know more.	"C" plus: Includes essential information. Some elaboration beyond minimal requirements. Texts are in correct English.	Fulfills minimal topic requirements. Texts are paraphrased and overall in correct English. Variety of references were used. At least one applicable reference to <i>The Crucible</i> is given. Bibliography is correctly formatted.
Persuasive Argument	Uses convincing language. Backs up every statement with references to facts. Is very convincing.	Uses convincing language. Backs up most statements with references to facts. Is somewhat convincing.	Uses appropriate language and sentence structure. Does not back up statements with references to facts. Is not convincing.
Technology	"B" plus: Uses advanced, varied software features and attachments (scanner, etc). Uses varied yet cohesive methods for project.	"C" plus: Has 3 more slides. Often, more than one text field/slide uses design features on most slides.	Fulfills minimal requirements. Has title and overview slides. Additionally, has 6 slides for topic. Each slide has 2 buttons, and text. 3 slides have colors, transitions, sounds.
Oral Presentation	"B" plus: Uses original approach effectively. Highly organized. Well rehearsed. Uses vivid, precise language. Ease in delivery techniques.	"C" plus: Interesting. Logical order. Fluid delivery. Clear connections in material. Good use of delivery techniques.	Engages audience. Clear and understandable. Uses appropriate language. Uses limited delivery techniques. Takes equal turns.